

YEAR: 1
TERM: Spring 2
TOPIC: Pole to Pole



SIR ROBERT GEFFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

RE INTENT	SCIENCE INTENT	MUSIC INTENT	PHSE INTENT	Computing INTENT
<p>To explore what it means to belong, how people show belonging in faith and other communities, and the value of caring for and respecting others.</p> <p>LQ: Can I talk about the groups I belong to and why they are special? Mirrors - Reflecting on the community around me</p> <p>LQ: Can I recognise and explain Christian symbols of belonging?</p> <p>LQ: Can I identify and describe symbols of belonging in Muslim and Jewish communities?</p> <p>LQ: Can I say why all people are important and how faiths show this? Window - Considering others worldviews and their importance</p> <p>LQ: Can I describe what happens in a Christian or Muslim welcome ceremony and what it means?</p> <p>LQ: Can I identify ways people show love and belonging when they get married?</p> <p>IMPACT By the end of the unit, pupils will understand how people show belonging through symbols, ceremonies, and caring actions, make connections between their own experiences and those of others, recognise similarities and differences, and respond sensitively to diversity, developing empathy, respect, and an appreciation of the importance of community.</p>	<p>To be able to identify parts of the human body and to scientifically explain why some animals are not suited to be pets.</p> <p>Can I begin to compare animals and humans by making observations?</p> <p>Can I explore the human body and label the main parts by applying my existing understanding?</p> <p>Can I find out about an Arctic/Antarctic animal by using a range of sources?</p> <p>Can I create a fact file of an Arctic/Antarctic animal by extracting information from my research?</p> <p>Can I think about how animals are suited to their environments by making links? Explore animals in our own environment and why they are suited to it.</p> <p>Can I use my knowledge of animals to answer the BIG QUESTION "Why wouldn't a penguin make a good pet?" by reviewing my learning?</p> <p>IMPACT Year 1 scientists will be able to work scientifically by making comparisons using observational skills and prior knowledge. Children will be able to explain why certain animals cannot be pets by making scientific links to characteristics, food choices and habitats. Year 1 scientists will be able to name and identify the main parts of the body whilst making links to their 5 senses.</p>	<p>To be able to understand how music can be used to tell a story whilst exploring the use of pitch, rhythm and pulse.</p> <p>IMPACT</p> <p>Can I develop my understanding of improvisation using 3 notes?</p> <p>Can I compose a short melody by collaborating? WOW! - How can a collection of sounds have so much meaning and tell a story?</p> <p>Can I describe the use of lyrics within a song by looking forwards and backwards?</p> <p>Can I create a graphic score by collaborating?</p> <p>Can I develop my vocal practice into a lullaby? WOW! - How can something as simple as a gentle song bring peace?</p> <p>Can I describe how pitch, rhythm, and pulse work together in The Planets, Op. 32: I. Mars, The Bringer of War? WOW! - How can music alone make you feel so many things?</p> <p>IMPACT Year 1 Musicians will reflect on the role rhythm, pitch and pulse can play in a piece of music. They will be able to develop their improvisation skills. Year 1 musicians will begin to explore composition using a graphic score as a class. They will then begin to think about what role the lyrics play in a song.</p>	<p>To be able to reflect on experiences of work and demonstrate perseverance when working towards a goal or an end product.</p> <p>Can I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy?</p> <p>Can I explain how to make healthy lifestyle choices?</p> <p>Can I explain how to keep myself clean and healthy, and understand how germs cause disease/illness?</p> <p>Can I explain that medicines can help me if I feel poorly, and I know how to use them safely?</p> <p>Can I show that I know how to keep safe when crossing the road, and about people who can help me to stay safe?</p> <p>Can I tell you why I think my body is amazing and can identify some ways to keep it safe and healthy? Mirrors - Reflect on how amazing our bodies are and what they are capable of.</p> <p>IMPACT Year 1 children will be able to identify what is required to keep our bodies healthy. Children will be able to explain how to make healthy choices and how these will then impact their body and health. Year 1 will be able to identify ways to keep our bodies safe and healthy. Children will understand the use of medicines and how they are used safely.</p>	<p>To be able to understand what data is and be able to label, group, and search data by understanding how computers use labels to organise and present information.</p> <p>IMPACT</p> <p>Can I label objects and match them to groups like a computer would when sorting data?</p> <p>Can I group and count objects, understanding how computers need human input to organise information?</p> <p>Can I describe objects by their properties, like how computers use data labels to identify images?</p> <p>Can I group objects in different ways, showing how computers can sort the same data using different categories?</p> <p>Can I compare groups of objects and record data like a computer would when analyzing information?</p> <p>Can I group objects to answer questions and share findings, like how computers sort and display search results?</p> <p>IMPACT Year 1 children will be able to confidently label, group, and describe objects based on their properties, understanding how these labels help computers organise information. They will demonstrate their ability to count and compare groups, make decisions about how to categorise data, and use this knowledge to answer questions. This foundation will help them grasp how computers search, sort, and present information in everyday applications.</p>

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Art  Art to be covered and revisited in the summer term.	PE INTENT <p>To develop pupils' fundamental movement and ball skills through simple games, enabling them to move safely, use space effectively, send and receive a ball with control, work cooperatively with others, and begin to understand rules, decision-making, and fair play in gameplay.</p> <p>Lesson 1: How can I move safely and find space when playing simple games?</p> <p>Lesson 2: How can I send and receive a ball accurately using my hands and feet?</p> <p>Lesson 3: How can I work with a partner to pass and move into space?</p> <p>Lesson 4: How can I show control when stopping, catching, or kicking the ball?</p> <p>Lesson 5: How can I try to keep possession of the ball and make simple decisions in a game?</p> <p>Lesson 6: How can I play fairly, follow the rules, and talk about what went well in my game?</p> IMPACT <p>Pupils will develop fundamental movement and ball skills through a range of simple games, learning to move safely, use space effectively, and send and receive a ball with increasing control. They will work cooperatively with others, begin to make simple decisions during gameplay, and understand the importance of rules and fair play. By the end of the unit, pupils will participate confidently in games and reflect on their performance.</p>	Geography INTENT <p>To be able to identify key features of the UK using multiple sources and thinking skills.</p> <p>Can I name and locate the world's continents, oceans and UK countries by noticing them on a map? <i>Windows - Considering the wonder of our planet.</i></p> <p>Can I use sources and thinking skills to collate information about a country in the UK?</p> <p>Can I create a fact file about the UK using my research?</p> <p>Can I study weather patterns in the UK and the impact of the equator?</p> <p>Can I study the north and south poles and understand why they are cold, making links to the Earth's rotation? <i>Windows - Considering the wonder of our planet.</i></p> IMPACT <p>Year 1 geographers will be able to identify key features on a map, including geographical and factual markers. Children will be able to use geographical vocabulary and features on a map to explain features of the North and South Pole. They will be able to collate information about the South Pole using a range of sources.</p>	History  <p>History was covered in the autumn term and will be revisited in the summer term.</p>	DT INTENT IMPACT